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ABSTRACT

This handbook is intended for people who work with unemployed adults in education and training in Britain, as well as policymakers and administrators in the field. It includes five sections: (1) the principles involved in educational guidance for unemployed adults, including the meaning of unemployment for adults, a definition of educational guidance, a description of an educational guidance network, what the process of educational guidance involves, the importance of educational guidance for unemployed adults, and the characteristics of unemployment that underline the need for guidance; (2) planning services for unemployed clients, including a 15-item checklist; (3) a model for a proactive approach for practitioners for the delivery of educational guidance to the adult unemployed, based on client expectations, the delivery process, and prerequisites for an effective service; (4) conclusions, including working to remove barriers to access, encouraging cooperation and collaboration, promoting awareness of practical outcomes for the student as the measure of success, and ensuring that opportunities for unemployed adults are made a permanent and integrated part of educational programs and policies; and (5) a 28-item bibliography. (CML)

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Educational Guidance for Unemployed Adults: A REPLAN handbook.

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REPLAN is a programme to promote development of learning opportunities for unemployed adults by encouraging and supporting changes in education and training in England and Wales. It is funded by the Department of Education and Science and the Welsh Office, and supported by the Department of Employment: The Training Agency.

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PREFACE

Since its inception in 1984, REPLAN has been concerned with improving, increasing and extending the educational opportunities available to unemployed adults: educational guidance has a vital role to play in supporting these objectives.

The experience of REPLAN has been that, in order to increase the participation of unemployed people in education within the existing climate of employment and economic change, the following features are of paramount importance:

- high quality educational opportunities
- a high degree of collaboration between agencies at all levels
- integration of educational opportunities for unemployed people into all forms of post-school education
- opportunities for access to education and for progression to more advanced learning.

It was recognised early in the life of the REPLAN programme that if better educational opportunities and improved access to them were to be created for unemployed adults, these goals could only be achieved by extensive collaborative working between agencies already involved in the planning, resourcing and delivery of education for adults.

It was recognised, too, that what could be identified as elements of 'good practice' in the education of unemployed adults was often no different from 'good practice' in the education of any adult. The need for education to be more appropriate in its content and more flexibly available; for practical support, such as educational guidance and child care; and for clear progression routes to higher levels of attainment.

For these reasons, it is right for education for unemployed adults to be developed as an integral part of the rich and varied range of education on offer throughout England and Wales, rather than as a separately funded and organised 'add-on' element.

The programme is not, therefore, primarily concerned with funding additional work, but rather with encouraging providers to review, adapt and change existing programmes in order to meet changed community demand. This perspective is mirrored in the REPLAN programme's role in encouraging quality educational guidance for unemployed people, in whatever context that guidance is being offered.

In many areas of the United Kingdom, formally organised Educational Guidance Services now exist, often under the management of local authorities. Some are well-developed and established, and others are at the planning or early development stages.

Those involved in guidance work where a formal service exists will have access to professional support and training, referral

networks, and feedback about client demand, all of which will benefit the service they are able to give.

Where no formal and separate service exists, the work is often facilitated by networks of agencies and institutions which may also be able to offer similar kinds of support.

In yet other situations, individuals may be trying to provide educational guidance, as a whole or part of their professional role, in a relatively unsupported setting within an institution, an agency, or on an outreach basis. In these situations, workers will be attempting to build their own networks of contacts and support, and to find local opportunities for training.

Whatever the organisational or management context of their work, those involved in providing educational guidance will have professional development needs including the need for information, training and support.

This handbook is specifically concerned with aspects of educational guidance designed to meet the needs of unemployed people.

It is hoped that all those who will be drawn into giving guidance to this client group will benefit from the wealth of experience upon which it is founded, whether they operate from a base in further, adult or higher education, Employment Training, a training agency, a voluntary organisation or a local authority.

It is written for:

- Those who make or influence decisions which affect the educational provision available to adults.
- Those who work with unemployed adults in education and training.

It is also written for:

- Those who have the power to implement policies and to influence decisions in facilitating the processes and resourcing of educational guidance by setting out a clear statement as to why educational guidance for unemployed adults is needed, how it operates and what it achieves.

Tony Uden
Head of Unit, NIACE REPLAN

ACKNOWLEDGEMENTS

In June 1988, a REPLAN National Advisory Group on Guidance was established. This group, working in close collaboration with a REPLAN field officer, aimed to ensure that the educational guidance needs of REPLAN's clients continue to be made known to agencies working in the field of services to the unemployed.

Especial thanks are due to the members of the advisory group who have helped to develop this framework of principles and practice in educational guidance for unemployed adults.

Members of the advisory group

Irene Naftalin, *Eastern Region*
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Douglas Turner, *Midlands Region*
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Particular thanks are also due to Irene Naftalin, for her contribution to the development of the text; and to Ava Farrington, for her assistance with editing.

EDUCATIONAL GUIDANCE FOR UNEMPLOYED ADULTS: PRINCIPLES INVOLVED

What does it mean to be an unemployed adult?

In terms of age, gender, educational and ethnic background, social and domestic circumstances, unemployed people are as varied as the adult population itself. Their educational requirements cover the whole spectrum of provision from adult basic education through to post-graduate studies.

There are a number of key processes generally associated with adulthood:

- taking responsibility
- decision-making
- having status through economic power
- social status through work-related roles.

In terms of such processes, the unemployed adult has experienced an erosion of self-image and confidence brought about by the condition of unemployment.

Understanding the ways in which unemployment affects people's capacity to take up learning opportunities is fundamental to meeting client needs. Understanding the importance of attitudes towards the clients, and their attitudes towards educators, trainers and learning environments, is critical to establishing that level of empathy on which any guidance service is founded.

What is educational guidance?

Educational guidance is the process of helping someone to make effective choices about his/her learning needs. It is about helping the client to find ways of meeting those needs. It is about informing education and training providers about the needs expressed, about barriers to access, and about facilitating access to learning opportunities.

What is an educational guidance network?

Such a network involves a group of agencies in working together closely in order to offer services to a client group needing educational guidance.

To work effectively with unemployed adults, the agencies involved are those directly concerned with unemployed people, those who offer available and accessible provision to the unemployed, those who have influence on decisions and policies which affect the unemployed, and unemployed people themselves.

An effective network is a group of people who exchange information about developments in their field of work and who use the

network as a way of increasing their collective knowledge and understanding of each other's work and the range of services available to the client group.

In doing so, each of the participating agencies is able to offer a service of better quality to the user, and will be more readily able to find ways of meeting their needs.

What does the process of educational guidance involve?
Firstly, educational guidance is concerned with identifying learning needs.

Secondly, it is about establishing ways of meeting these needs. UDACE defines this process as involving the providers of educational guidance in:

(i) **Counselling:** Listening to the clients, allowing them to express in their own words what they feel they need. It means allowing them to say what they perceive their positive and negative points to be in relation to personal limitations, financial restrictions, possible access problems and occupational as well as educational issues. This is the basis on which a negotiated, client-centred programme can become a reality to the customer.

(ii) **Assessing:** Helping clients to understand how their prior learning and past experience can be built upon in order to make realistic and positive decisions about the learning opportunities available to them.

(iii) **Informing:** Providing information about relevant learning opportunities and related support services across the broadest possible spectrum of provision.

(iv) **Advising:** Helping clients to interpret information and to choose appropriate options.

(v) **Enabling:** Giving support to the client in dealing with the agencies providing education or training. Helping the customer to meet the demands and requirements of particular courses.

(vi) **Advocacy:** Negotiating directly with institutions or agencies on behalf of individuals or groups for whom there may be barriers to access or to learning.

(vii) **Feeding back to providers:** Gathering information about client needs which have not been met, or where provision is inappropriate, so that further learning opportunities can be developed to accommodate such needs.
(More detail of this analysis of the processes of educational guidance can be found in the UDACE publications listed in the Bibliography.)

What is the scope of this handbook?
Three major issues are addressed here:

- The importance of educational guidance for unemployed adults.
- The need for educational guidance services and networks to perceive that unemployed people need active and positive encouragement, specifically targeted towards helping them to make use of guidance provision.
- The strategies employed for the delivery of educational guidance targeted towards unemployed adults.

Why is educational guidance important for unemployed adults?
Although educational guidance should be readily available to all adults, there is a strong case for prioritising the adult unemployed as a target group. In facilitating access to wider opportunities for this significantly disadvantaged group, educational guidance can help to increase social and economic activity within the community. This has a significant effect at a national, local and an individual level.

At national level encouraging wider access to, and participation in, education encourages the entire available workforce to realise its full potential. In an increasingly competitive economic environment, where skills shortages are giving serious concern to employers, there is a demand for older people and women-returners to become involved in education and training. Efficient educational guidance is undeniably useful to the national economy. The advent of 1992 and the single European market adds a note of urgency to the acquisition of new competencies and skills which those at present unemployed can supply.

By embarking on programmes of education and training, at whatever level, unemployed adults participate in, and contribute towards, the social well-being of the community. That participation is a life-giving force to the nation too. Should employment be found, public resources currently committed to support services for the unwaged are released.

The rationale behind providing educational guidance for unemployed adults also has validity at local levels. Local labour market needs can be addressed and skills shortages redressed. At the same time, institutions offering education and training opportunities will be making better use of their capital intensive resources – in terms of accommodation, equipment, personnel and expertise – as they respond to an increased awareness of the services they offer to unwaged adults.

For the individual, the quality of life changes. On a personal level, opportunities for social contact arise and days become structured again. Employment potential is increased and, with effective guidance, the confidence eroded by unemployment is rebuilt in the process of assessing past experience and embarking on a positive course of action to enhance existing skills or acquire new ones. New ranges

of options become available, both in employment and in personal terms.

It is the processes of assessment, informing and negotiation that hold the key to a successful outcome for the client and the provider.

What are the characteristics of unemployment which underline the need for guidance?

The impact of unemployment on individuals is well documented. (See Bibliography.) Characteristics which affect many unemployed adults and underline the need for guidance are:

- a lack of money
- loss of confidence and self-esteem
- limited aspirations
- deterioration of personal and social skills
- growing isolation
- acute personal and family stress
- lack of access to information
- a mismatch between skills and current vocational demands.

Unemployed adults have varied experiences of education and training. Many of them carry negative attitudes due to poor past experiences, and, as a consequence, do not consider education to be relevant to them.

Educational guidance is a positive step towards breaking this downward spiral. It offers the opportunity to begin to rebuild confidence, to reassess strengths and to identify new choices and opportunities. As a consequence negative perceptions of education and training can be changed.

Giving attention to the individual and his/her complex circumstances is the beginning of this process.

EDUCATIONAL GUIDANCE FOR UNEMPLOYED ADULTS

Planning your service for unemployed clients: some points to consider

Educational guidance is an interactive process which involves the client and the guidance worker in a series of exchanges which empower the client to make informed decisions about the course of action most appropriate to his/her needs.

For educational guidance to be effective it demands that guidance providers are sensitive to the needs of each client, and that the whole process is interactive. Educational guidance for the adult unemployed is based on that same premise. However, unemployment has an impact on adults which needs to be taken into account and planned for, in the same way as services for other special needs and disadvantage are geared specifically to those needs.

Before opening the doors to the public, a great deal of collaborative and preparatory work has to be done. A service which is ill-prepared, where staff are not sensitive, where information is inaccurate or guidance inappropriate to the client's needs or abilities, where support mechanisms are not explored or offered, is likely to damage relationships irreparably and close doors, not open them. The dissatisfied client will not only feel cheated and disappointed but will influence others in a negative way.

If an educational guidance service is to be offered, it must be good, and the service will be as good as each individual, each agency or institution involved in the network supporting it.

In many areas where there is no formal service in existence, there are informal networks which can be built upon.

Perhaps a few questions for those engaged in planning a service would be helpful at this point:

- 1. Does a network of agencies dealing with the adult unemployed in the area already exist?
  (*Almost certainly, yes.*)
- 2. Does this network work as a team, with named contacts in each agency?
  (*Probably, but not necessarily.*)
- 3. Would every agency agree that an educational guidance service was of benefit to the clients and that it would improve the service to them?
  (*Probably, but there might well be reservations about who heads the service and where it is sited. All educational institutions and training agencies are now interested in meeting the needs of unemployed adults.*

  The scene has become competitive, sometimes to the detriment of the clients. Establishing aims, objectives, and reaching agreement on the most accessible site(s) and most appropriate 'honest-broker(s)' are the factors

which will determine whether the collaborative agencies can deliver an impartial and effective service to the client group.)

- 4. Does the energy and commitment exist within the local network to take on board considerable initial work in setting up the service and to continue to update relevant information regularly?
  (*The commitment will probably be there, but sustained effort and the initial processes of agreeing objectives, planning the service, holding meetings, formalising what have previously been informal contacts, takes time. Time is the one commodity which most efficient and effective providers of services to the public simply do not have. Without an allocation of time, those people who are committed to the objectives will be unable to plan or deliver the service.*)

- 5. What resources are available to finance the service and provide money for staff development, for documenting enquiries, making telephone contacts, providing outreach workers for outcentres, for servicing the network, calling meetings, marketing, evaluating?
  (*Could costs be shared between the agencies and institutions involved?*)

The checklist which follows (pages 10–13) can be used to explore approaches to key management issues.

Checklist for an Educational Guidance Service for Unemployed Adults

A	Background knowledge	Commentary	Additional factors
Do you have:			
1	An understanding of the effects of unemployment on the individual and the family?	Low levels of confidence Loss of problem-solving skills Loss of status	Belief that education is not of relevance Feelings of alienation, that no-one really understands the problems which accrue through unemployment May have tried to start courses/ training before and not been able to complete programme.
2	An understanding of local employment patterns, skills shortages, the impact of demographic changes, national trends?	Numbers of unemployed Specific localities of high unemployment Nature of group: its age, gender, ethnicity, skill-levels Types of jobs previously held Educational levels Skills needed Redundant skills Nature of job availability Facilities for unemployed people, education and training provision at present available for unemployed adults	Housing Leisure facilities Support groups in neighbourhoods Benefit rules in relation to education and training
3	An understanding of the aims of education and training for unemployed adults, and of the provision available?	Vocational General Coping skills Personal development	Coping skills are often not recognised by the client as relevant to their job-search and personal lives. Establishing the usefulness of general educational goals is often the basis for an extended learning programme leading to vocational training. Clients frequently underestimate their abilities and discount valuable life-experience in establishing their goals.

B	Constructing the service	Commentary	Additional factors
Do you have:			
4	A cross-section of relevant agencies, groups, participating in initial discussions ?	Employers, unemployed, education providers, training providers, volunteer bureau, careers service, library, representatives from the Job Centre and DHSS, Community groups	Raising awareness about proposals to provide an educational guidance service to agencies on whom you may need to call for advice and, for example, statistical information, is an important part of the initial process of exploration of intent.
5	Clear concepts about accountability ?	To whom is the service accountable ? To the client group, whose interests it serves ? To a management group (see 6) ? To the contributory agencies and institutions ?	
6	Ideas about the management of such a service ?	Who delivers the service ? Everyone, with shared information. Guidance workers, with shared information. Who manages/advises/monitors and evaluates the service ? What authority would a management group have ? Would they have control of resources ?	
7	Ideas about the need for resourcing the service?	Staffing – clerical assistance; appropriate pay and conditions. Centrally funded budget: availability of funding. Reprographics/materials for publicity marketing. Costs of keeping records, monitoring and tracking. Organisation and running of meetings. Appropriate staff development.	

B	Constructing the service	Commentary	Additional factors
8	Clearly identified aims and objectives, jointly owned ?	Expectations of different client groups and providers. Local needs must be addressed. Broader issues should be agreed on (see 3).	The context for these decisions will be influenced by the funding available and its source, by the relative power held by the different agencies and institutions. This is the point at which vested interests should be declared and put into the overall perspective of service to the adult unemployed.
9	Strategies for monitoring the progress of the clients?	By client group ? By providers of the service ? Involvement of education and training. Starting points: Action Plans realistic Outcomes target- Feedback setting Improving the service.	Information-gathering about the client groups will be of key importance in establishing the starting points of their educational guidance, the action plans negotiated and the outcomes. Feedback will also enable providers to improve their service and check on support systems to facilitate progress.
10	Strategies for evaluation of the service ?	By client group ? By network agencies ? Has the service achieved its goals ? Is it accessible ? Are more people taking up opportunities to return to education or take up training ?	Assessment based on: number of clients who have asked for help client feedback about the nature of the service . . . accessible . . . user friendly.
11	Staff development schemes ?	For those managing the scheme. For agencies participating in the network. For educational workers. For reception staff. For those designing publicity, to make it relevant, simple and user-friendly.	ALL staff need to have the background knowledge outlined in 1, 2 and 3. ALL staff need to be aware that first impressions, the initial encounter, must make the client feel that his/her needs are understood. They must make clients feel comfortable.
12	Suitable venue(s) for siting the service ?	Accessible to clients ? Central ? Peripatetic ? Based on an advice centre ? Based on a community centre ? Based on a Job Centre or library ?	Are there 'pockets' of high unemployment needing special local attention ? Is the 'office-space' intimidating ? Is it possible, when needed, to have privacy if confidentiality is sought ?

B	Constructing the service	Commentary	Additional factors
13	A variety of delivery modes ?	These should make the service accessible to as many unemployed as possible. There is room for: home visits, outreach services. Existing agencies being provided with information and skills to deal with individual initial enquiries about educational guidance. Guidance worker(s) in partnership with the network, co-ordinating and updating information at a central point, offering guidance services and disseminating feedback on client needs to providers.	How accessible is the guidance worker, physically and psychologically ?
14	A policy for marketing and publicity ?	Clear, positive messages about where, when and how to locate services. Emphasis on free service – free opportunities available for a variety of programmes from which clients can select. Emphasis on service for ALL unemployed adults.	English only ? Publicity through press and radio. In public venues: supermarkets, Job Centres, community centres. Distribution of publicity materials through Councils for Voluntary Service, Trades Union network, Local Employer Networks, Church Action with Unemployed.
15	A management group ?	To facilitate the efficient delivery of an educational guidance service by: calling meetings (of elected representatives from interested groups – see 4); offering clerical support to log the decisions made about issues 5 to 14; offering advice to participants in the delivery of the service; ensuring that financial support is available for the implementation and maintenance of the service.	

THE DELIVERY OF EDUCATIONAL GUIDANCE TO THE ADULT UNEMPLOYED: A PROACTIVE APPROACH FOR PRACTITIONERS

Educational guidance is an interactive process which involves the client and the guidance worker in a series of exchanges which empower the client to make informed decisions about the course of action most appropriate to his or her needs. Figure 1 shows a model for the delivery of guidance to unemployed adults.

In order to make use of the indicators of good practice which REPLAN has identified, each stage of the process shown in Figure 1 will be illustrated in terms of:

- (a) Client expectations.
- (b) The delivery process.
- (c) Prerequisites for an effective service.

Stage 1

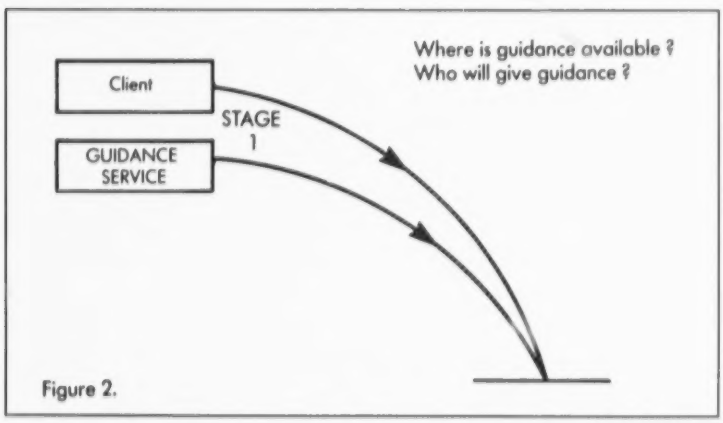

Figure 2.

(a) Client expectations

Many people experiencing unemployment become aware that they need help to broaden their horizons and that they could benefit from educational opportunities, even though they have not identified specific needs. Other unwaged adults have a very clear view of what they would like to do but lack the information needed to start them out on the learning process. Others will not see education and training as having anything positive to offer.

(b) The delivery process

The guidance service has to raise awareness among the client group to facilitate interest in educational opportunities and by responding to those clients who have already identified their needs.

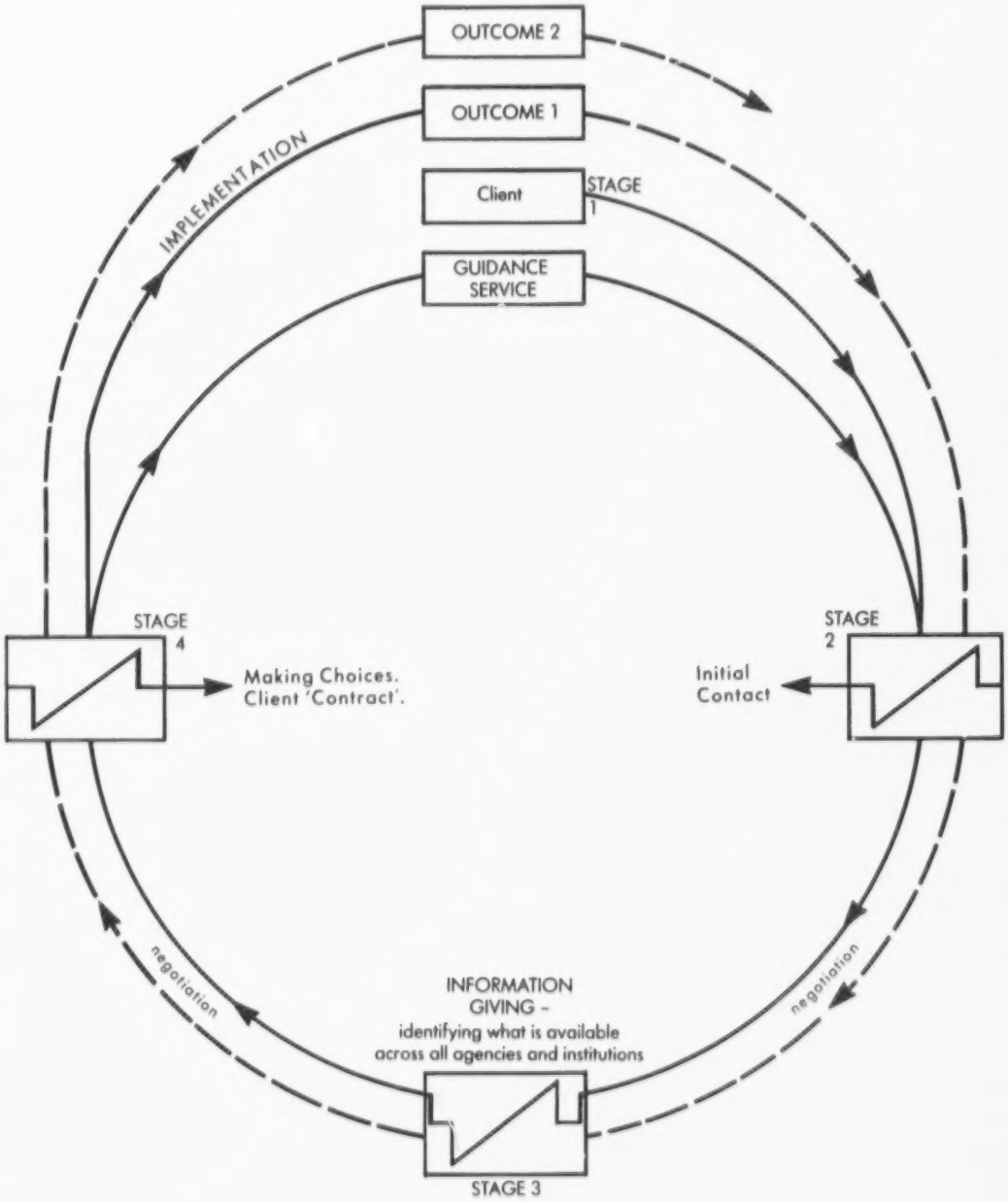

Figure 1. The Delivery of Educational Guidance to Unemployed Adults. (See Figures 2, 3, 4 and 5 for further detail on each stage.)

(c) Prerequisites for an effective service at Stage 1

Effective, simple, eye-catching publicity is needed. It is important that all providers are involved in designing any pamphlets or hand-outs produced. The genuine co-operation between agencies should be in evidence here so that a corporate image is projected.

Outlets for the publicity are needed on an outreach basis; this should be arranged at this stage.

Show the users of your service that they, the clients, are the centre of attention. Use 'success' stories in features in the local press, local radio, and make reference to them in publicity material. By being presented with positive images, unemployed adults can begin to understand that the opportunities available are relevant to them.

Make personal contact with groups, or individuals, using a variety of communication methods: videos, talks, group discussions.

The credibility of the service depends on each agency in the network alerting their own client groups to all opportunities available.

Do not underestimate the intelligence of your target group! Your publicity needs to make clear statements on:

- What is available.
- Where it can be found.
- When it is available.
- Who it is for.
- The purpose of the service.

Stage 2

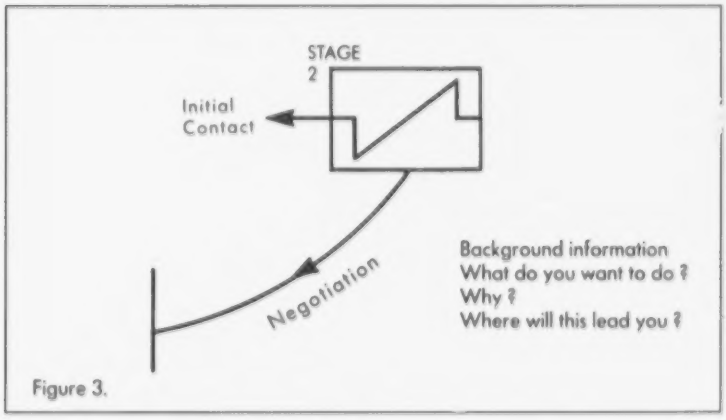

Figure 3.

(a) Client expectations

The guidance provider needs to establish a comfortable dialogue with the client, explaining the need for client feedback at this stage, in order to help him/her identify appropriate courses of action. At the

initial meeting, clients may well expect to have immediate answers about educational or training opportunities, but it might also be possible that no direct questions have been prepared. It is important to give a reassurance that information about all opportunities is available, at some point in the network. But in the first instance, to help the client achieve realistic goals, some background information about previous educational or work experience is essential.

(b) The delivery process

The client and the guidance provider need to engage in a process of negotiation based on the client's profile of skills and knowledge and the educational programmes available in the network. Both parties need to be clear about:

- What the client wants to do.
- The client's personal situation.
- Why he/she wants to take that action.
- The strength of his/her motivation.
- Where the course of action is designed to lead.
- Whether the targets outlined are realistic.
- What the programme will demand of the client.

For such an exchange, the guidance provider must have:

- Listening skills.
- Sensitivity to needs.
- An ability to negotiate positively with clients who have vastly different ability ranges, age ranges, experience ranges.

It is important also that permission is granted by the client for some notes to be made about the client and the points mentioned above. This is helpful, should the client decide to enquire further at some other network point, and also for monitoring client progress.

(c) Prerequisites for an effective service at Stage 2

- Staff development in communication skills.
- An environment in which a client can feel comfortable.
- Guidance workers who:
  are psychologically accessible to the client group
  can convey a genuine interest in every user of the service
  can discuss the importance of previous learning and life experience to the client
  can listen and encourage
  can give some initial guidance on realistic goals, short and long-term
  have a positive view of education and be aware of the extent and nature of provision available in the network, and be able to recognise that clients may need to enquire further, elsewhere.

Stage 3

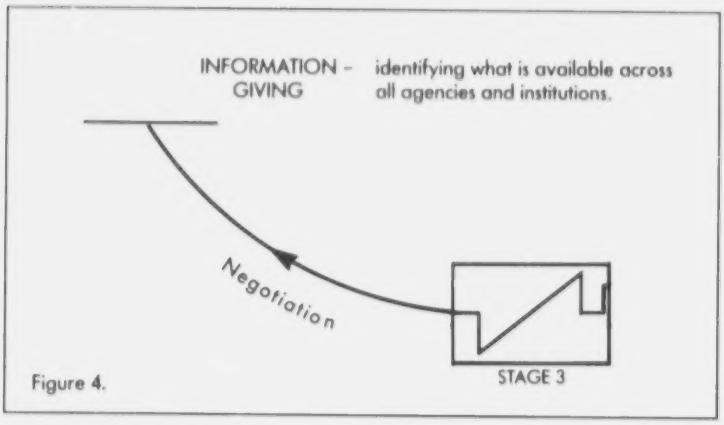

Figure 4.

(a) Client expectations

At this point, the information relating to the range of services, provision and support available is needed. The client will want to have access to those areas of interest and may expect the educational guidance service to select a course of action for him/her.

It is important, however, to put before the client as wide a range of options as possible, so that the decisions reached are client-centred, and so that the second phase of negotiation can be carried out meaningfully.

It is at this point that good communication and information systems within the network bring positive results for the client.

(b) The delivery process

- Presenting information to the client in an unbiased manner.
- Allowing the client to take his/her time in considering options.
- Encouraging discussion about the nature of courses/options available.
- Negotiating a programme with the client based on:
  the demands made by the programme (hours/venue)
  support systems needed (creche/transport/study help)
  academic requirements/abilities
  motivation: short and long-term.

(c) Prerequisites for an effective service at Stage 3

- Staff development in negotiation skills.
- Staff knowledge with regard to the total range of services and provision available.
- Opportunities for exchange of information between network agencies.
- Building working relationships with other agencies and across disciplines.

- Recognition of expertise and skills contained in the network.
- Sensitivity to recognising the point at which to refer a client on, and in selecting the most appropriate agency or service to meet the need.

Stage 4

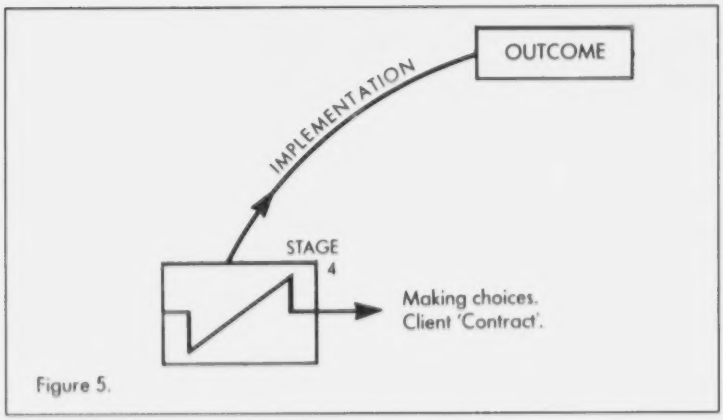

Figure 5.

(a) Client expectations

When the client has made a decision about the course of action he/she intends to take, he/she is usually anxious to implement that decision as soon as possible. Having reached the decision following a pattern of negotiation which takes into account support services as well as academic ability and long and short-term goals, it may be helpful if the client expresses these individual and personal goals in the form of a 'contract'.

This is for the client and counsellor only, but helps to keep targets realistic and to sustain motivation. The simplest format will suffice:

- Why do I want to do this?
- What will I get out of it?
- What do I need to put in?
- Problems I can avoid.
- Benefits I gain immediately.

(b) The delivery process

Staff need to encourage clients to make their own decisions, not be manipulated into making decisions for them. The client should own his/her programme, which is why the contract can be a useful exercise to undertake, prior to implementing the decisions. The process should be client-centred and client-led. The ultimate aim for the guidance worker is to enable clients to clarify for themselves their needs, interests, and ways of meeting them.

(c) Prerequisites for an effective service at Stage 4

A database which contains relevant information for the target group on:

Course provision: its range and nature; mode of delivery; teaching styles; student assignments and assessment; time commitment; enrolment details; composition of student group; progression and career development;

Benefits/costs: DHSS regulations; childcare; transport; fee reductions; grants; course fees; exam fees; books; materials;

Contacts with other agencies so that successful and sensitive referrals can be made when necessary.

Supporting clients' applications by emphasising the strength they bring as adults, and indicating the needs that have to be given consideration by virtue of their adulthood and unemployment.

Staff development with providers to raise awareness of the issues listed above, in order to help reduce the obstacles that prevent unemployed adults from making use of learning opportunities.

A service of personal support for clients which offers facilities for further guidance and counselling, application-writing, help with form-filling, interview practice and study skills.

In order to monitor progress and gain valuable feedback from clients it is important to arrange:

- (i) A review date for each client to discuss outcomes and progression.
- (ii) A report, periodically giving feedback to providers and others involved in the education of adults, about the appropriateness of current provision and future demands on their services.

Options chosen may prove unsatisfactory, or further progression by the client may be sought. This may result in the client re-entering the guidance cycle.

CONCLUSIONS

This framework of principles and practice in educational guidance for unemployed adults asserts the importance of educational guidance in enabling unemployed adults to make use of educational provision. Access to education provides the opportunity to acquire new skills, further develop and update existing skills, change direction, achieve learning goals and qualifications, improve self-confidence, sense of self-worth and self-respect, and provide for people a setting in which there is stimulation, social contact, structure, purpose and hope.

It also asserts that unemployment has such a negative impact upon people, that it is essential for educational guidance processes actively to encourage unemployed adults to consider education a realistic option and a useful opportunity. It is therefore essential that educational guidance perceives unemployed adults as a client group which needs to be given special consideration in the planning, organisation, marketing and delivery of the service.

The framework develops these principles into a view of the educational guidance process from the clients' perspective and provides indicators for good practice which respond to the clients' needs as they proceed through the various stages identified, from experiencing unemployment to deciding what their options are, making choices and acting upon the decisions that they make.

This framework of principles and practice has originated from the work of the National Advisory Group for educational guidance for unemployed adults. The Advisory Group draws its membership from across the REPLAN Regions and involves people who are experienced in educational guidance within the REPLAN Programme.

The framework is therefore consistent with the strategic aims of NIACE/REPLAN to improve, increase and extend educational opportunity for unemployed adults by:

- Working to remove barriers to their access to educational opportunities.
- Locating, supporting and promoting developments at the forefront of this work which can offer relevant provision to unemployed people.
- Encouraging co-operation and collaboration in order to create improved progression routes:
  within educational institutions
  between educational institutions
  between educational and other agencies and across administrative boundaries.
- Promoting awareness among providers of the prime importance of practical outcomes for the student as the measure of success of educational programmes for unemployed adults.
- Working to ensure that where improvements in educational

opportunities for unemployed adults are made they become a permanent and integrated part of educational programmes and policies.

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WHAT IS 'REPLAN'?

Established in 1984, REPLAN is a central government programme funded by the Department of Education and Science and the Welsh Office with assistance from the Training Agency (formerly the Manpower Services Commission).

The programme has a remit to improve, increase and extend the educational opportunities available to unemployed adults, and to this end it works in partnership with a wide range of agencies, including local authorities, further education and voluntary bodies. It is not primarily concerned with funding additional provision but with encouraging providers to review, adapt and change in order to meet changed community demands.

The REPLAN programme operates through:

- A central management and planning unit.
- Eight regionally based development and consultancy teams offering a service to local authorities, statutory and voluntary providers of education and a wide variety of other agencies and organisations concerned with unemployment, employment and training. These staff seek to identify and promote good practice and to assist in the development of strategies for change.
- A national programme of staff development for staff from the wide range of agencies whose resources can be harnessed to best meet the learning needs of unemployed adults.
- A programme of local development and curriculum development projects.
- A programme of publications designed to draw on REPLAN experience and to support and promote good practice in education for unemployed adults.

A milestone in the development of the REPLAN programme was the publication in 1985 of *Adult Unemployment and the Curriculum: a manual for practitioners* (A.G. Watts & E.G. Knasel, FEU), which provided a conceptual framework for those engaged in developing education for unemployed adults. This did not dwell solely on vocational aspects of education but examined roundly what education in its broadest sense had to offer.

Within this framework, education was seen as having the potential to assist unemployed adults in five main ways:

Employability – to help unemployed people to develop knowledge, skills and attitudes which will increase their chances of finding and keeping a job.

Coping – to help unemployed people to develop knowledge, skills and attitudes which will help them to cope with being unemployed.

Context – to help unemployed people understand the industrial

and economic context which gives rise to unemployment and to explore the ways in which individuals, communities and public policy can work to reduce it.

Leisure – to help unemployed people to develop knowledge, skills and attitudes which will help them to make good use of their increased 'leisure' time.

Opportunity creation – to help unemployed people to develop knowledge, skills and attitudes which will enable them to create their own livelihood.

This handbook is specifically concerned with aspects of educational guidance designed to meet the needs of unemployed people. It is hoped that all those who will be drawn into giving guidance to this client group will benefit from the wealth of experience upon which it is founded, whether they operate from a base in further, adult or higher education, Employment Training, a training agency, a voluntary organisation or a local authority.